

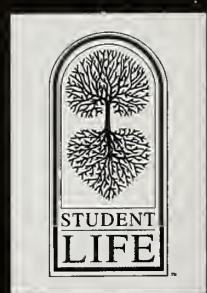


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# EAGLE'S EYE

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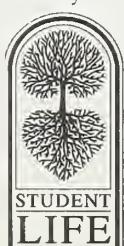
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Photograph: 1998 SOAR participant takes a break as the group continues their service project at the new married student housing project. Photo by Lili Gardner.



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# “Our BYU Family”

by Vernon L. Heperi

There were over 200 new freshmen who attended our Multicultural New Student Orientation this fall. As a Multicultural Student Services staff, we were impressed with the caliber of the students and their genuine desire to get involved in and become a part of the campus community. We recognize that your students will face various challenges here: experiencing a new environment, wanting independence, facing isolation and loneliness, having no understanding of how high school and college differ, questioning personal competencies, etc. As President Merrill J. Bateman noted in his 1997 Devotional Address:

*“. . . more than 8,000 are new to campus—6,000 freshman and 2,000 transfer students enter Brigham Young University each year . . . some of the new freshmen now are in classes larger than their hometown. Some may be the first person from their high school or family to attend the university. In spite of freshman orientation, some are experiencing a feeling of being alone and lost . . . all of us feel lonely, lost, and weighed down at times . . . It is part of life. It is part of the opposition in all things (2 Nephi 2:11). For that reason, I want . . . all of you to know that we are not alone . . . Brigham Young University is a family. It is a community of close friendships, of brothers and sisters who share testimonies and values and who treasure each other.”* (Merrill J. Bateman, Devotional Address given 9 September 1997)

We feel it is our responsibility to develop programs and services which provide the proper support to meet our students' challenges. We want to work with your students one by one to help them feel a part of the BYU family. One of the ways we are doing this is to provide opportunities for them to infuse themselves into the campus community through cultural activities. By doing these types of cultural activities, it gives students an opportunity to present their cultural identity to campus. The students themselves are involved in the planning and the implementation of these programs, and they are the ones who decide what type of programs will touch other students' hearts.

During September, we celebrated Hispanic Month. One of our speakers during this month was Brigadier General Christopher Cortez from the United States Marine Corps. General Cortez spoke to our students about leadership principles, cultural identity, and how to give of themselves to their respective communities.

We had Polynesian Month in October. Among the programs offered was an opportunity for the studentbody to attend dance classes to learn the various Polynesian dances.

November was Native American Month and our students worked diligently to plan activities which educated our campus community about important Native Americans such as John Brown, a WWII Code Talker, who spoke to our students.

Our cultural focus continues in January with Asian Month and February for African American Month. The students are working hard to plan these activities, becoming actively involved in their BYU community, and gaining valuable leadership experience from their involvement.

As a culmination to this year's cultural months and educational opportunities, we will once again have Celebration of Heritage Week in 1999. Now is the time to plan for this celebration. We hope you will come join with us on campus during the week of March 19-27 to renew friendships and acquaintances, attend our alumni dinner, talk with us about the experiences your students are having here on campus, and bring your college-bound students with you to introduce them to us and to begin orienting them to the BYU community. We would love to meet and talk with them about our SOAR program and the possibility of their joining with us in future years as members of our BYU family. We want to get to know you and your children one by one and hope that you will come join us for Celebration of Heritage Week.



Vernon L. Heperi  
Director of Multicultural Student Services

  
Vernon L. Heperi, Director  
Multicultural Student Services



Harold David Nez  
*Student Editor*

I am from Shiprock, New Mexico, but I was born in Fort Defiance, Arizona. I am Redhouse, born for Zuni-Red-Streaked. My grandfather is Bear Clan and my paternal grand-father is Bitter Water. I have been fortunate to have the Manuelito scholarship (the highest scholarship that my tribe has to offer college students). I have kept the scholarship for most of my 4 years at BYU, quite an achievement for me. I served an LDS mission to the Philippines, Cebu Mission. I love to learn languages, any kind will do, especially words that have vocabularies (e.g. Chinese, Hebrew). I spoke Visayan and learned some Tagalog while on my mission. I have many hobbies, one of which is Ballroom dancing. I really enjoy writing, especially poetry. I love playing with music at home, since I am a DJ. I do my best to wear out my mixing board. I enjoy anything related to hiking and any other outdoors activity. I can do most kinds of research; I don't have a preference or genre in particular.

Katherine Marie Smith  
*Alumni News Coordinator*

Katherine is a Maori-Samoan from Independence, Missouri. She is majoring in social science teaching with an interest in pursuing a minor in anthropology or psychology. She married Derek Smith in August 1997 and they are expecting their first child in January 1999.



Shane T. Begay  
*Assistant Editor*

Shane comes from the metropolis L.A. (Lukachukai, Arizona) located in Dinetah (Navajoland). Shane is majoring in political science with two minors: one in native american studies and the other in business management. One day Shane hopes to return to

the reservation and occupy the prestigious position of Navajo Nation President. (Please don't misunderstand this statement as being a campaign platform.) After achieving his goal of becoming president, Shane would like to retire and build a hogan on the reservation next to the red sand bluffs of the Tse Bi Clah (located near his present home of L.A.).

Shane served his mission in the Colombia, Bogota South mission. He feels this was his greatest accomplishment. He feels extremely fortunate to have returned from his tour of duty. Shane feels this experience has changed his life by giving him a deeper understanding of himself and the relation with his surroundings.

As one who loves all types of music, Shane is extremely fond of his spanish music collection. "I love this music because it gives me the energy to overcome many obstacles . . . especially when you're screaming down the mountain on a bike, snowboard, or whatever it is that gets your blood pressure pumping."



Ruben Helaman Arredondo  
*Campus Events Specialist*

Ruben is a from the great state of Texas. He is a senior majoring in international relations and minoring in Spanish. Ruben transferred from the University of Houston and feels he has been given a wonderful opportunity to attend such a unique school as BYU. While at BYU, he has participated in many events and organizations that have helped enrich not only his academic life but his spiritual and social as well. Ruben particularly enjoyed working as Head Counselor for the SOAR program the summer of 1998. He also enjoyed working with Heritage Week for the past three years and going on tour with Living Legends to the South Pacific.

Ruben is a first generation U.S. citizen whose parents came from Mexico. He is proud of not only his ethnic heritage, but his LDS heritage as well. His father was a convert to the LDS church at the age of 19 and his mother's great grandparents were one of the first LDS converts in Mexico. Ruben and his four younger sisters are all bilingual and were born and raised in the USA. For two unforgettable years he served a mission in Santa Fe de Bogotá, Colombia. He is a big sports fan and especially loves anything having to do with the Houston Rockets, Chicago Bulls and Dallas Cowboys--"America's Team." Ruben hopes to graduate, go on to law school, practice law for a few years and then retire and be a writer in Acapulco (Yeahhhh).



**Sean Kingi Brown**  
*Copy Editor*

Sean is a senior majoring in communications studies. He works with the *Eagle's Eye* as the copy editor and web developer. He was born in Kailua, Hawaii and is of Hawaiian and Maori descent. He strongly supports academics and the pursuit of higher education.

Sean served 25 months in the New Zealand Auckland mission where he helped provide economic, spiritual, and organizational assistance to the people of New Zealand. This experience was rewarding for him for many reasons, especially because his father's family live in New Zealand. He loves sports and played for BYU football in 1993 and 1994 as strong safety. He currently plays rugby for BYU.

Sean has been married for two years and has a one-year-old daughter. Sean and his wife Christy are expecting their second child in April 1999. Next year he hopes to pursue a joint-degree in law and public administration.



**Tricia Lee**  
*Photographer*

Tricia is a junior majoring in psychology. This will be her first year as a student at BYU. She is the photographer for *Eagle's Eye* and is very excited to be a part of their staff.

Taking pictures has always been a favorite hobby of Tricia's as well as camping, hiking, fishing, and other outdoor activities. She also enjoys playing sports such as volleyball, basketball, and tennis.

Tricia was born in Arizona, but has lived in Utah most of her life. She graduated from the Salt Lake Community College with an Associate Degree in Science.

She has a strong interest in learning all she can about her Native American background. When she was called to serve in the Oaxaca, Mexico Mission, she was very excited to know she would be teaching among the Lamanite people.



**Sean Keali'i Enos**  
*Alumni News Coordinator*

Keali'i is from Mesa, Arizona. He loves anything that has to do with sports. Whether it is playing, watching, or reading about sports, he loves to do it. He is a freshman majoring in mechanical engineering. He wants to design and build airplanes when he graduates, which has been a dream of his since his childhood.



**Alicia Ormsby**  
*Circulation Specialist*

Alicia was born in the beautiful land of New Zealand and there spent the first half of her life before moving with her family to Utah. She is a mixture of many cultures ranging from English, French, Irish, Korean, Hawaiian and Maori. She takes great pride in her rich heritage. It is because of this line of great ancestors that she is the person she is today. Alicia is studying family science and plans to pursue a masters degree.

Alicia recently returned from serving in the New York Utica Mission, where she had many treasured experiences and fell in love with the people there. She is grateful for the opportunity to interact with the people of New York and Vermont and to share her love of the gospel with them.

She has many interests that range from basketball, volleyball, music, the outdoors, her family, and dancing. Alicia is the circulation specialist for *Eagle's Eye* and is grateful for the blessing of working in the MSS office.



**Jarrett Pukuniahia Macanas**  
*Layout and Design Specialist*

Jarrett is a first year student, majoring in anthropology. He is originally from San Diego, but in the last five years has lived in both Utah and Hawaii. Jarrett's interests are kickboxing, sports, his family, his close friends, and of course, enjoying life.



## New MSS Office Manager

by S. Keali'i Enos

Beth Farris has recently joined Multicultural Student Services (MSS) as the Office Manager.

Beth is originally from Phoenix, Arizona. Growing up in the Valley of the Sun, it was a cold stay at BYU. But, she endured the cold and recently graduated in international relations. Beth likes learning different skills like sewing, crafts, and arts.

She especially enjoys having a nice dinner with her husband. She says her favorite part of work is "seeing a lot of the same students, getting to know them, and working with them."

-SKE

## Dr. Michael Chun Visits BYU

by Sean K. Brown

On October 16, BYU students, employees, and Multicultural Student Services personnel met in the Harmon building to listen to Kamehameha

Schools President, Dr. Michael Chun. Chun serves as the President of Kamehameha Schools in Honolulu, Hawaii. He and his wife, Bina, came to visit and share their aloha and concern for Kamehameha graduates now attending BYU.

There are 55 Kamehameha high school graduates currently at BYU. Chun said, "BYU used to be number two of all the mainland schools for the number of Kamehameha graduates. You [BYU] are now number one. We [he and his wife] love coming here, it is like coming home." This is their third visit to BYU.

One might wonder how Chun could call BYU "home," but those in attendance could easily see the relationship between Chun and his students was like that of a family.

Kamehameha students and faculty share a close-knit association, so close they consider each other as *Ohana* or family.

Kamehameha Schools strive to promote higher Hawaiian education. They assist nearly 35 of the 55 Kamehameha graduates now attending BYU by providing need based scholarships.

Among many local Hawaiian gifts which Chun brought for the students, was his powerful message. He told the students:

"There is a sense of godliness, a sense of spirituality, that comes from your education here that is so essential to your lives. The development of a value system based on God and Jesus Christ will be the key to your success."

-SKB

## SOAR Reunion

by Jarrett Macanas

On September 25, students who participated in the 1997 Multicultural Students Services' SOAR program gathered for the first annual SOAR reunion. Of the 85 participants in the 1997 program, 43 are now freshmen at BYU. The reunion was planned to give participants and the counselors an opportunity to come together, share a meal, and evaluate the SOAR '97 program in how well the program prepared them for now being at BYU.

After an opening prayer, everyone individually introduced themselves, stated where they were from, and which of the three week-long sessions they attended. Vernon Heperi, Director of Multicultural Student Services, gave an introduction to the reunion and a message to the students.

Delighted to see their smiling faces, Heperi told the students he was proud of them for coming to BYU. He also reinforced the expectations placed on all BYU students and expressed his personal hopes for each student as they embarked on their first year of college.

Heperi also stressed that everyone should become involved with some of the many opportunities now available to them as students on campus. In closing, he wished the students much success and expressed his confidence in each of them.

After eating, the students mingled and reminisced about friends in their respective groups. They also exchanged memories and shared some of their feelings about being at BYU. Those who participated in the program experienced something unique last summer, and the '97 SOAR reunion was just the event to help recapture that experience. SOAR '97 participant Joe Hao, a freshmen from Salt Lake City, Utah, commented, "It's hard to run into my friends from SOAR on campus. I really want to see them, to find out what they've been up to, so I was glad that we had it [the reunion]."

-JPM

## BYU-H Vice-President Speaks during Polynesian Month

by Ruben H. Arredondo

Napua Baker, BYU-Hawaii Vice President for University Advancement, brought a bit of the warm spirit of aloha from Hawaii to the chilly Utah night of October 14. Speaking at a fireside commemorating BYU's Polynesian Month, Baker taught how faith in God refines cultural influence and focuses educational pursuits. Napua Baker has an image of her grandmother, which stands out in her mind. Baker remembers the nights she stayed over at her grandmother's home. She would kneel down at her grandmother's side and listen to

her pray in her native Hawaiian tongue. Baker never understood the prayers, but could feel the deep love her grandmother had for God.

Today, Napua Baker is a woman with a mission. Part of that mission is to continue improving herself through education. She is even taking Hawaiian language courses in the hopes of one day having the ability to pray in Hawaiian just like her grandmother used to. However, continual growth is only one element of a greater mission she feels she has to leave a legacy of love, service and faith; steadfast and immovable to her people as well as to those she comes in contact with. That mission is not hers alone, but that of all those given the gospel of Christ and a chance to receive an education.

Baker stated that students should value their cultures and treasure what they have gained from their cultures. "Whatever is good in your culture feel good about it! Put it on the foundation of the Gospel of Jesus Christ. Each one of us has a mission," stated Baker. Part of that mission, she said, is to get an education and make an impact for good.

Baker stated that, fortunately, those in attendance had the gospel to guide and direct their lives. However, many in Hawaii and in the world are not so privileged. She said that many young Hawaiians are in prison or involved in crime. Many also live in low-income or dysfunctional homes with few opportunities. Students at

BYU, especially those from Hawaii, can make a change in the lives of those people. They might not be able to change everyone, but with faith in God and a good education students can make a difference in others' lives.

Baker was quick to point out that having an education was not something that makes one person better than another. Rather, it is a tool by which people improve the lives of others. The success of a student's education may be measured by the impact they have on the lives of others. Success will come naturally to those who put God and people first in their lives. She ended by telling students: "Be one with Christ in every way possible. As you do, doors will open. He will help you. He will give you power to do things you never dreamed you could do."

-RHA

## John Brown, Jr. Navajo Code Talker

by Alicia K. Ormsby

In 1942, two U.S. Marines, in full uniform, walked through the hall of the Navajo Medical Center, searching for young Navajo males who had graduated from high school. They ran into a young man by the name of John Brown Jr., a full-blooded Navajo Indian, and shared with Brown a list of positive reasons why he should

come and join the marines. After three days of contemplating the idea, John Brown consented, passed his physical examination, and qualified with 29 other young men to be sworn into the Marines as a member of the Signal Corps, 2nd Marine Division. Thus, began the amazing story of John Brown Jr., one of the original Navajo Code Talkers.

On the evening of November 11, Multicultural Student Services invited John Brown, Jr. to share his personal account of working as one of the original Navajo Code Talkers during WWII, for Native American month at BYU. These code talkers played a vital role in the communication of warfare plans. They were the only Code

leagues had no idea what would be expected of them until they arrived in San Diego. There they were identified as communication people, translating English and Navajo. They were told that they were to devise a phonetic code, having a sound for each letter of the alphabet. Part of this phonetic code was to devise words from their own language for key words such as: battleship, guns, grenades, officers, etc. All information was then kept solely in their heads.

Along with devising a phonetic code, they were trained daily in the use of the TBX radio. Two individuals were assigned to one radio. One would operate the radio, while the other would generate the power for it to run.



**John Brown Jr.**, shares his first-hand experience as one of the original Navajo Code Talkers. During WWII, the Navajo language was used for military operations, a language code that was never broken. Brown spoke as part of Native American Month at BYU.

Talkers who could thwart Japanese cryptographers, those who were experts on deciphering messages.

Brown said that when they were sworn into the Marines, he and his col-

Brown served as a Code Talker in New Zealand, Guadalcanal, Tarawa, Hili, Hawaii, Tinian, and the Mariana Islands. He served his country well, and was

given an honorable discharge on September 29, 1945.

During the month of August 1995, Brown, along with his fellow Code Talkers were able to go back to the islands where they had served. It was a moving experience for them, one full of unforgettable memories. In honor of the Navajo Code Talkers and all their efforts during WWII, President Ronald Reagan gave an Executive Order setting aside August 14 as "National Navajo Code Talker's Day."

Because of the heroic efforts of John Brown, Jr. and his fellow Code Talkers America was successful in defeating the Japanese. In honor of Brown, BYU ROTC presented him with the "Helaman 2,000 Award," an award only given to highly-deserving individuals. Along with this award, *The Tribe of Many Feathers* presented Brown and his wife, Loncie, with special gifts thanking them for coming to BYU and sharing his experience.

John Brown, Jr., Navajo Code Talker, gave us an evening of history and heroism, leaving us with a greater appreciation for the sacrifice of thousands in the name of freedom.

-AKO

## UCAMHE: "Excellence Through Life Events & Academics"

by Sean K. Brown

On Tuesday, November 17, the Utah Coalition for the Advancement of

Minorities in Higher Education (UCAMHE) committee met with multicultural school representatives and students from ten colleges and universities in the Wilkinson Student Center to bestow 25 minority student scholarships. Scholarships are awarded to minority students who currently attend a college or university in the state of Utah. Freddie Cooper, UCAMHE President said, "These awards are for well deserving or disadvantaged minority students who have shown a particular excellence through life events and academic experiences."

UCAMHE has been awarding financial scholarships since 1973 and has bestowed over 100 financial awards to students. "The UCAMHE is an organization established to promote and advocate quality education for People of Color in Utah. The organization is a public/private collaboration established for the sole purpose of increasing the post-secondary educational participation and success of individuals within the under represented Utah communities of color. UCAMHE intends to supplement and assist other community organizations, not supplant or replicate existing groups."

Awards are provided by the state of Utah Legislature and have traditionally been for approximately \$1,000. Among the award recipients this year, were three BYU students: Alicia Ormsby, Mark Barrionuevo, and Norma Bozzuto. Ormsby said, "I am so happy that I applied

[for the award]. I am thankful to those who have provided these scholarships, they really help." Award recipients are required to write thank you letters, accompanied by a recent photograph, which are sent to state legislative representatives.

Applicants must be multicultural students who meet Utah residential status and must be a U.S. citizen. Students must have completed 36 quarters or 24 semester hours of graded course work, have

Ten colleges and universities were represented this year, they were; BYU, College of Eastern Utah, Dixie College, Salt Lake Community College, Snow College, Southern Utah University, Utah State University, University of Utah, Utah Valley State College, and Weber State University.

Those interested in applying next year should visit the multicultural representative at their college or university.

I. Mili McQuivey, UCAMHE Mission Statement



photo courtesy of Mark Barrionuevo

BYU award recipients Alicia Ormsby, Mark Barrionuevo, and Norma Bozzuto pose with UCAMHE President Freddie Cooper and Multicultural Student Services Director Vernon Heperi.

two letters of recommendation, a copy of college transcripts, and Student Aid Report to be considered for the awards.

Applicants are then interviewed by UCAMHE representatives. Selection criteria focuses on academic and vocational performance, extra-curricular activities, personal goals, letters of recommendation, financial need, special considerations, and interviews.

The BYU Multicultural Student Services office hosted this year's Awards Luncheon.

## My Dreams, Hopes, and Visions

by Shane T. Begay

This year's BYU Youth Conference for Native American high school students was hosted by the Multicultural Student Services office on November 30. Over two hundred students came to learn and be uplifted by inspirational speakers and guests. Included among these two hundred stu-

dents, were many parents, employees, and other adults who came to enjoy the uplifting messages presented. The theme of the conference, *My Dreams, Hopes, and Visions*, reflected the messages given during each workshop presented throughout the day.

The conference consisted of workshops set up by various counselors who are well respected in their specific areas of expertise. Eugene Tapahe held his workshop on Current Native American Issues. Tapahe, a graduate of BYU, is currently working for the *Navajo Times*. He is also the founder of *Sunny Side*, a monthly entertainment tabloid.

Roy Talk from Provo, Utah conducted a workshop called Singled Out, which helped youth understand a little more about dating. Talk currently works at East High School in Salt Lake City. He is dedicated to his work with teenagers. Talk also feels it is important to help out in the community. His biggest motivation comes from his family.

Chanin Johnson and Alonso Nez teamed up to give a workshop about staying focused on dreams. Johnson and Nez are both currently working in Provo as probation officers.

Howard Rainer works as the program administrator for Native American Education Outreach Programs at BYU. His workshop was the theme of the conference: *My Dreams, Hopes, and Vision*. Rainer has been dedicated to helping Native Americans strive

for the best and is dedicated to the awakening of native pride.

Jimmy Benally currently works as a counselor in the BYU Honor Code Office. His workshop on honor and commitment was directed to help the youth in their educational endeavors. Benally has committed his life to helping multicultural students reach higher educational heights.

It was an honor for BYU to have Billy Mills as a special guest to talk to the native youth. He helped each of the youth realize that *Dreams, Hopes and Visions* can be achieved, they only need to believe in themselves.

Billy Mills is from the Pine Ridge Reservation in South Dakota. He currently lives in California. Mills was the 1964 Olympic gold medal champion in the 10,000 meter event. He also competed in the Olympic Marathon. Mills spoke on his incredible triumph on the track and how this was a life-long endeavor of endurance. Not only was it a physical triumph but a life-long struggle to overcome the demeaning influences which opposed him throughout life.

As an orphan at the age of 12, Mills struggled to gain self confidence. As he matured, he learned how to overcome obstacles. This was the message he presented at the conference. His secret to success was to "find

the desires within and know self success." He challenged all to "live like warriors." As stated by Mills, "Warriors are self responsible. They humble themselves to all creations. They have the power of giving and the greatest gift they can give is self respect." Finally, he stated, "a warrior needs to have a life centered around spirituality." Mills encouraged all young people to find mentors who are warriors. Not warriors who are passive but warriors who are willing to stand up for what is just, right, and moral. To end, he quoted the words of Jesse Owens, "Everybody should have a dream."

-STB

## Brigadier General Cortez speaks on Leadership

by Shane T. Begay



**Brigadier General Christopher Cortez** visited BYU for part of the university's acknowledgement of Hispanic Month. Not only expanding on the strength of being a good leader, Cortez also taught the importance of education and heritage.

On September 24, Brigadier General Christopher Cortez of the United States Marine Corps (USMC) visited BYU campus. As part of BYU's celebration of Hispanic Month, General Cortez spoke to students and faculty about leadership and Hispanics in the Marines.

General Cortez is the director of the strategy and plans division headquarters, USMC. He graduated from Marietta College in Ohio. His undergraduate program included one semester at the University of Madrid, Spain. In 1971, he was commissioned via the Platoon Leader's Class Program. In his 27 years of holding leadership positions in the Marines, General Cortez has been the recipient of many honors and medals.

General Cortez's speech on leadership focused on one major aspect that he called, "the

basis of our future." Education was the major focus of his speech. He stated, "Education is the foundation upon which we build the rest of our lives . . . With an education, opportunities are opened to us. There is a need for qualified people in the job force. If we get our education we are able to help others."

As a child, General Cortez was taught the importance of hard work. His father plowed fields in California and his mother took care of the family's needs. With only a first-grade education, his father knew it was essential that he teach them the importance of educational values. These values were instilled in him at a young age and have been carried with him throughout life. Values, such as hard work and striving for the best, have helped him throughout his career in the USMC. In addition, these values have taught him more about leadership and have influenced his associates.

Leadership encompasses all aspects of the Marines' life. Even the lowest of rank has leadership opportunities. "In any area of life, a person will not remain at the bottom, sooner or later new people will arrive and rank will increase. This will put the person in a leadership position having to help newly arrived people . . . Leadership experiences apply to all of us," Cortez stated.

To be a leader one must learn to follow. As future leaders, Cortez pointed out two important

aspects that can help make youth more efficient leaders in their surroundings. "The first aspect of being an effective leader is to remember you have goals and these goals need to be accomplished. As a leader, it is your duty to prepare those that are learning from you. It is important to recognize that your knowledge and skills are preparing future leaders."

The other important aspect pertains to a selfless personality. A leader is one who cares for the welfare of those under him or her. Leaders need to worry about the well being of the followers, their families, and other areas in their lives. "We will all experience leadership some time in our life," General Cortez said. "As a leader, our focus should be on the people that are under us."

General Cortez is proud of his Hispanic ancestry. He stated that, "Hispanics are people who have paid their dues." Hispanics have endured much, and through it all they have learned to be a selfless people. Education is an important aspect of General Cortez's life. He has shown that it is the road that will take us through the journey of life and teaches us leadership skills. And, as leaders, people can influence and benefit those around them.

-STB

## Living Legends Summer Tour

by Tricia Lee

*Living Legends* shares their message of love,

hope, and peace as they perform for people all around the globe. Their message, which touches many hearts, is shared through songs and dances of the Polynesian, Latin and Native American cultures.

The month-long summer tour began toward the end of April, 1998. *Living Legends* traveled through parts of the north eastern providence's of Canada such as Montreal, Hamilton, and Toronto. Living Legends also appeared throughout the eastern states, which included, New York, Missouri, Illinois, and Pennsylvania, just to name a few. The people contributing to this successful tour consist of 10 technicians and 30 dancers, all of whom work hard in producing and performing an unforgettable show.

Only after speaking with members of *Living Legends* was I able to understand how much work each individual contributes to the show. Tanya Sandoval, a junior majoring in elementary education comments, "I first got on just because I wanted to dance, I had no idea that it would be a lot more," she continues to add, "you don't know how much they do until you're in the group and experience it first hand." This was Tanya's first year touring with *Living Legends* and a memorable one at that.

*Living Legends* is not just about going on tour and giving performances, it includes much more. While on tour, the members of *Living Legends* also provide missionary work

and service. "We don't go knocking door to door, we just go out and we serve, we give our show then if people have questions we are there to answer them," says Sandoval.

The missionary work and service is accomplished through visiting with people after giving a performance, and making appearances at the local schools where they are able to visit with the children. And, members of *Living Legends* also hold firesides which spiritually enlighten all those who attend.

Guadalupe Zavala is a junior from California majoring in community health; she also commented about her experience of touring with *Living Legends*. "For me, it was such a good experience because it changed my life!" It changed her life in such a way that her "testimony increased so much because of it."

Guadalupe concluded that it was definitely worth touring with *Living Legends* for the simple fact that they are able to "do missionary work and help share the gospel with others."

Students who are member's of BYU's *Living Legends* and participated in the Summer 1998 tour found their involvement was not only an opportunity to share culture through dances and songs, but it was an opportunity to share themselves with others.

-TL

(See related pictures on page 32.)

# *SOAR '98:* Helping Students Succeed

by Sean K. Brown

The 1998 SOAR Counselors (L-R): (front row) Jon Chan, Ruth Black, Lili Gardner, Kea Enos. (middle row) Ruben Arredondo, Linda Diaz, Maria Fano. (back row) Liat Afualo, Will Varner.



While thousands of BYU students left academics to return home for the 1998 summer, nearly 110 high school students from every region in America left their homes to attend BYU's

annual SOAR Program. The SOAR program, sponsored by the Multicultural Student Services department, is designed for a unique gathering of multicultural individuals.

From the islands of the South Pacific to the Great Plains of the Mid-west, enthusiastic multicultural high school students gathered in Provo for three, one-week sessions starting in June and finishing in July. Each one-week session hosted nearly 35 students whose cultural diversity ranged from Native American, Polynesian, Latino, Southeast Asian, and African American descent.

### ***SOAR's Mission***

SOAR's mission is to provide an experience that will prepare and inform potential American minority students of the various colleges, majors, and services available at Brigham Young University. Further, the SOAR program seeks to prepare American minority students to be competitive applicants for admission to BYU. In order to accomplish this mission, SOAR has established four major goals.

#### ***SOAR Goal #1: Fostering learning & creativity***

The first goal of SOAR is to provide an environment that fosters learning and creativity. The program achieves this goal by providing a solid academic curriculum, service-oriented counselors, and academic resources. One strong focus of the SOAR curriculum is the emphasis placed on ACT preparation. SOAR provides students with actual ACT preparation teachers who assist participants in studying for the ACT. Students spend a minimum 14 hours in classes and studying for the ACT in the week they are at BYU. On the last Friday of each session, students take the actual ACT test which can be used as part of their admission application to BYU.

SOAR helps students prepare for the academic rigors of college by offering many different educational classes and activities. Some of these classes can include the following: academic advising, web research, studying tips, test-taking strategies, and time management.

Another way SOAR accomplishes its first goal of fostering learning and creativity is by providing SOAR counselors. These counselors are current multicultural students attending BYU. They bring a unique focus to the program by closely interacting with the students. Each participant is placed in a small group and assigned to a counselor. These counselors are with participants day and night. Counselors eat, sleep, study, attend class, pray, and have fun with SOAR participants. A sincere, genuine, and long-lasting relationship is often developed between students and counselors.

This past summer there were eight counselors and one historian. They were Liat Afualo, Ruben Arredondo, Ruth Black, Jonathan Chan, Keali'i Enos, Linda Diaz, Maria Perez, Will Varner, and Lily Gardner (Historian).

Arredondo and Afualo served as head counselors and Arredondo commented that, "we (the counselors) felt fortunate to have such a good blend of students from all over the country. [The] students worked hard, they were awesome . . . we all made good friends."

#### ***SOAR Goal #2: Multiculturalism can flourish***

The second goal of SOAR is to develop a BYU environment of "fellow citizenry where multiculturalism can flourish ("... ye are no more strangers and foreigners, but fellow citizens" *Ephesians 2:19*).<sup>1</sup> In an area of the nation where education is highly valued, BYU's MSS office has shown the world that they value multiculturalism by organizing and providing resources that help the SOAR program to function. SOAR is an opportunity for a collage of cultures to come together and share their unique interest and traditions, which in turn will help multiculturalism *flourish*.

Students are able to attend many activities and classes that help perpetuate multiculturalism. A few of these are cultural leadership, cultural dancing, service projects, and multicultural student panel discussions. Vernon Heperi, Director of MSS said to SOAR students in a workshop about cultural heritage: "We want you to believe in yourselves. We want you to be proud of your cultural heritage. To be honest with you, we need you to come to BYU and know who you are. We need you to know who you are and then to share that with the people of BYU."

SOAR '98 participants were able to make many new friends and at the same time learn of the numerous cultures represented by fellow students. Rebecca Uda, SOAR '98 participant, said, "Coming to SOAR has been one of the best decisions I have made. I have learned about cultural heritage, and I also made so many good friends. Friends that I know will be true forever!" Arredondo, head counselor said, "there is no doubt that students came together. The first day everybody seems a little shy, but by the end of that first day people open up and feel comfortable interacting. I think one reason students feel more at ease is because they are proud of their heritage."

#### ***SOAR Goal #3: Developing networks of resources***

The third goal of SOAR is to develop a network of college professors and administrators who establish a support system for potential students. This goal can be obtained because of the willingness of faculty and professors to help contribute their time, talents, and interest to the SOAR program. Some of the administrators and faculty who contributed to SOAR have been: Lisa Muranaka of School



SOAR 1998  
Week #1 session  
members

(See additional pictures  
on page 34.)

John Pendlebury

Relations, Doug Bell in the Counseling and Career Center, Rush Sumpter of the Honor Code Office, and Pat Esplin, a Freshmen Academy Advisor.

These contributors form strong support systems in addition to the MSS office that will help students utilize academic, financial, and spiritual resources available to them. For example, SOAR '98 participants attended a class where they learned of potential financial assistance, in form of scholarships, grants, and loans. Students also participated in nightly devotionals where testimonies were shared, spiritual lessons given, and prayer offered. In addition, on Tuesdays of each session, participants attended BYU's weekly devotional where the BYU student body gathered in the Marriott Center for a spiritually based talk given by a guest speaker.

#### *SOAR Goal #4: Students are introduced to the many colleges and majors at BYU*

The fourth goal of SOAR is to expose students to the various colleges and majors at BYU. Participants have four hours planned where they will receive tours of colleges and departments. Academic advisors talk with students and answer questions in regards to college admission requirements, student satisfaction, and career placement.

A typical day for students may include the following:

- 7:00am Breakfast
- 8:00am ACT Math Class
- 11:00am Devotional
- 12:00pm Lunch
- 1:00pm Studying Tips

- 2:00pm Time Management
- 3:00pm Department Laboratory Tours
- 5:00pm Dinner
- 6:00pm Service Project
- 8:00pm ACT Study
- 10:00pm Devotional
- 11:00pm Lights Out

#### *SOAR '99*

Richelle Andersen, SOAR Coordinator, said, "We would like SOAR to help students be competitive applicants to BYU. Past students have been very satisfied with the curriculum and activities. Through SOAR students will gain confidence in themselves and in their ability to succeed."

Next year's SOAR program will have three sessions running from June 28-July 3, July 12-17, and July 26-31. Participants must have a cumulative high school GPA of 3.0 and must be of American minority descent. SOAR '99 is for juniors during the 1998-1999 school year. The cost for participation will be \$135 dollars, which will pay for room, board, meals, ACT preparation courses, actual ACT test, and all activities and classes. If you know of students who would be interested in this program, please have them contact Multicultural Student Services at (801) 378-3065, complete and return the application included with this article, or visit the website at [www.byu.edu/stlife/campuslife/multi](http://www.byu.edu/stlife/campuslife/multi).

1. Multicultural Student Services Mission Statement.



# *SOAR: Something Special in the Air*

by Ruben H. Arredondo

It was about 2:00 PM and we were all exhausted. The heat didn't seem to matter as most of us laid on the ground; we just wanted somewhere to crash. We looked like a bunch of dead people. We would spend the next week finalizing paperwork and reports. The real reasons we were there, though, the SOAR students, left a couple of hours earlier. As I lay there looking up at the big sky I thought about something one of the counselors said. During the farewell activities, everyone shared his or her favorite part of SOAR. Some of our reasons were different, most were the same. Jonathan Chan's was a unique reason, however. "You know what my favorite part of SOAR is? When the kids leave." No, he didn't say that to be a jerk. He said it because it amazed him to see the difference in the students from the time they first walked through the doors of the conference center to when they waved their last goodbye.

You wouldn't know it from looking at them on the first day, but by the end of SOAR we all realized that these students represented the future. Yeah, it sounds cheesy, but just a few days with the students and anyone would feel the same. Just look at some of their GPA's. Wow. Read the practice essays they prepared for admission to BYU and see how many of them wanted to be the first in their family to graduate from college; or how others wanted to go to college to repay their mother's devotion and sacrifice. Be in the lunchroom when the results of the ACT were handed out. Many students got high scores, but even when they did not they were not discouraged. Rather, they promised to study harder and do better next time.

The program was full of satisfying moments; it's hard to pick just one. There is one that stands out in my mind though. Joe\* looked like he'd made up his mind not to have fun at SOAR. He was tall, stoic, and a little on the rough side. Joe's mother said she and his father forced him to go to SOAR hoping it would have a good influence on him. He walked in the Saturday orientation and stood away

from everyone. The counselors, administrators and students tried to get him to participate that first day, but he didn't seem very interested.

Surprising, though, was how he opened up later that week. He went from never smiling on Saturday to singing on the bus back from Salt Lake City on Tuesday, laughing out loud at the nightly devotionals, playing sports on Wednesday and just being a typical teenager the rest of the week. It seemed like everyone's genuinely good example, caring attitudes and plain old desire to have fun, not to mention the firesides and nightly devotionals, got to him.

By the time the Saturday's farewell came, Joe was a new man. When someone announced it was his turn to talk, all the counselors held their breath as Joe hung his head and put on a serious face. We didn't know what he would say. Then, I about fainted as he started speaking. With great emotion, he told us how much he would miss everyone, especially the counselors. Joe said that we had helped him feel a strong love of God, something he hadn't felt in a long time. That spirit made him want to "make many changes in [his] life," including preparing to serve an LDS mission. He knew it would be hard, but he was willing to do whatever it took. At the end of the farewell, the hugs and good-byes followed one after the other, with Joe doing a lot of it himself.

We were floored. What had happened with Joe? We counselors were not a group of miracle workers. We did make mistakes, as shown in more than one banquet and orientation. We weren't even superb psychotherapists armed with theories on the human psyche. We did, however, have a common goal. That was to sacrifice as much as was needed to help students catch a glimpse of their full potential. We all got caught up in that notion. Even the SOAR students helped. I do not know if we affected every student, but I know we helped Joe. I doubt he'll ever be the same. I know we won't be.

\*Name changed

Please type or print clearly.

Please check the appropriate box(es)

last name	first	middle
date of birth	social security #	
parent's or guardian's name		
permanent address		
city	state	zip
( )	phone	

<input type="checkbox"/> U.S. Citizen	<input type="checkbox"/> Permanent Resident
<input type="checkbox"/> Male	<input type="checkbox"/> Female
Ethnic Background:	
I am at least one-quarter	
<input type="checkbox"/> Native American Tribe	
Tribe _____	
<input type="checkbox"/> Latin American Ancestry	
Ancestry _____	
<input type="checkbox"/> Afriean American Ancestry	
Ancestry _____	
<input type="checkbox"/> Polynesian American Ancestry	
Ancestry _____	
<input type="checkbox"/> Southeast Asian Refugee Ancestry	
Ancestry _____	

Religious Affiliation	
<input type="checkbox"/> LDS	
<input type="checkbox"/> Other (specify)	
_____	

The following items must be sent in. A packet will be sent to you containing these forms upon request or upon receipt of this completed application:

1. High school transcript, including the first semester of your junior year.
2. A one-page personal statement listing past accomplishments, present activities, and future educational goals.
3. A letter of recommendation from your bishop or minister.
4. Fee waiver application (if applicable).

Preferred program session (please rank numerically)

\_\_\_ 01 1st Session June 28-July 3

\_\_\_ 02 2nd Session July 12-17

\_\_\_ 03 3rd Session July 26-31

Fee \$135.00                      Total amount paid  
\$ \_\_\_\_\_

Make check payable to: Brigham Young University,  
and mail to: Soar '99

Brigham Young University  
1320 ELWC  
Provo, Ut 84602

For more information call: 801-378-3065  
or FAX 801-378-2630

Travel arrangements and costs to and from BYU's campus are the participant's responsibility.

## SOAR '99 Application Form

Must be received by Monday, May 31, 1999

# Where Are They Now?

by Shane T. Begay

In the early 70's while attending BYU, Sandy Kerchee, Anna Clah, Jimmy Benally, and Herb Clah organized a singing group called *TaaNihi*, which means "just us" in Navajo. Now, as alumni of BYU they have shown that their achievements have paid off. Much gratitude is given to them for paving a path for the younger generations. Life's journey has many sharp turns but thanks to those who have succeeded, others realize that success does come through hard work and dedication.

Jimmy and Anna (Clah) Benally, and Herb and Sandy (Kerchee) Clah are alumni of BYU who have achieved this success in life. Not only have they succeeded in their professions but they have also succeeded as

parents and role models for all multicultural people.

Jimmy and Anna Benally both graduated from BYU. Jimmy graduated in 1977 with his masters in recreational education. Anna graduated in 1975, getting her bachelors degree in family science. Jimmy and Anna have raised 5 daughters, each have taken the example set by their parents and have excelled in their personal lives. Jimmy and Anna are currently working at BYU. Anna works part time in the Wilkinson Student Center's business office. She also dedicates her time as a volunteer in children's elementary and high schools. Jimmy works as a counselor in BYU's Honor Code Office. The Benallys also enjoy singing with the Utah Polynesian

Choir, with which they are currently affiliated. Both have contributed greatly to the success of students—helping them reach their goals in higher education.

Herb and Sandy Clah have also ascended in their personal achievements. The Clahs are currently living in Shiprock, New Mexico. Herb is working as the Executive Director over Community Services in the Shiprock Agency on the Navajo Reservation. Sandy is a kindergarten teacher at Natani Nez Elementary school. She also works in the house ensuring that her children excel in their educational and personal endeavors. They are the parents of five children; each child has made their parents proud in all their achievements.

To associate with people like the Benallys and Clahs has shown that hard work leads to success. Their high standards and moral conduct provides a strong model for all to follow. Their example and strength has shown that success can be accomplished through hard work and dedication.



## Editor's Note:

We found this picture of Jimmy, Anna, Herb and Sally while looking through our photo archives. We would like to invite all alumni to send any information and/or pictures, to *Eagle's Eye* magazine. We would like to highlight the changes that the alumni have made over the years. Please send the material to

*Eagle's Eye Magazine,  
1320 ELWC, Provo, UT  
84602.*

If you would like the material returned, please send a self-addressed stamped envelope. If not, we will include the materials as part of our archive and use any material appropriately and at our discretion. Thank you.

-hdn

# *Clayton and Rosie Long*



by  
**Harold D. Nez**

Rosie and Clayton Long of Blanding, Utah, first met at BYU student orientation, but not until two years later did they become interested in each other. "We were working on a float for Pioneer Days," said Rosie, "I was an attendant to Miss Indian BYU. Clayton was just off his mission, a typical clean cut returned missionary," Rosie reflected. Clayton just happened to be the only person working on the float. After they got acquainted, they started dating. Eventually, they married in the Mesa, Arizona Temple.

Clayton, originally from Kayenta, Arizona, obtained a Bachelor's degree in educational psychology in 1979 and a master's degree in public school administration in 1983, both from BYU. Since then, Clayton has held many different positions in the San Juan County school district working for schools throughout Southeastern Utah. He's taught in junior and senior high schools in Monument Valley, where he eventually became the principal for six years at the elementary school. Currently, he is the Bilingual Education Director for San Juan School District. Clayton's job places him in charge of curriculum development which basically involves bilingual education programs. He gets to work with students of various backgrounds, not just Navajo. He works with other native speaking students, such as Utes, Paiutes, and Spanish speaking students, all depending on their needs.

Fortunately, one of Clayton's favorite past times happens to deal with language, specifically the Navajo language. While he served his mission in the Arizona

Holbrook Mission, he helped translate new missionary discussions and also a few hymns to his native language of Navajo. Since this initial experience with translating, he has spent a lot of his time developing curriculum materials for native children. He stated that children need to learn how to function between two different cultures. He hopes that children, no matter what their heritage, would expand their minds and learn from other countries and cultures through different languages. "If students are trilingual, they can just get that much more into the lives of other people. It helps them come out of the shell. They learn how to be confident and take pride in themselves. They learn how important culture is to them, and kids realize what they have here, really a lot."

Recently, Clayton has devoted a majority of his time working with the Moscow Student Exchange Program. The program allows various students from both countries to swap places for an experience in another's native culture. The selected students from his school district travel to Russia with the admonition to learn and grow from this experience. Their time interacting with the Russian culture gives them the opportunity to expand their minds by learning about the Russian language and the people. Russian citizens, usually city-raised students from Moscow, and students from the more rural parts of Siberia then come to Clayton's small part of America to experience native life in the rural areas of southern Utah. The rural Russian stu-

*Story continued on page 33*

# ON YOUR MARK, GET SET ...WORK!

THE CAREER TRAINING PROGRAM GIVES BYU STUDENTS A LEG UP IN A COMPETITIVE WORLD

By Ruben H. Arredondo

In his opening Fall 1998 Devotional, Brigham Young University President, Merrill J. Bateman shared his thoughts on the forces that "will shape BYU in the years ahead."<sup>1</sup> As The

Church of Jesus Christ of Latter-day Saints spreads, BYU applicants will come from even more nations, ethnicities, and cultures increasing the future applicant pool.

Admission and academic standards, already at intensely competitive levels, will increase the demands on potential and enrolled students. As the pool of potential BYU applicants increases, Bateman states that the university will have an "even more select group from which to draw. If entrance criteria remain the same, only students in the top 5 percent of the high school graduating class will be admitted to BYU."<sup>2</sup> Bateman also states that LDS Church growth will affect cultural diversity at BYU. "One suspects that racial and cultural diversity at [BYU] will increase faster than overall Church growth . . . conversion rates for Hispanic and black Americans are higher in North America when compared with the rate for Caucasians. There will be strong natural forces increasing the racial, ethnic, and cultural mix on campus."<sup>3</sup>

One thing that will remain uniform throughout the future is BYU's mission to prepare skilled students of exceptional character with a lifelong propensity for learning and growth. After all, education is an extended odyssey and not only a mundane collection of memorized facts and theories. Brigham Young declared that "Education is the power to think clearly, the power to act well in the world's work, and the power to appreciate life. Our education . . . should improve our minds and fit us for increased usefulness; to make us of greater service to the human family."<sup>4</sup> BYU is only part of the student's lifelong educational path. Hopefully, all BYU students learn this while in attendance and thus become more productive elements of society and culture after leaving BYU.

Multicultural students accepted to BYU face many of the same challenges presented to other BYU students. Service and leadership opportunities, extracurricular activities and a challenging academic atmosphere all make demands on students' time. Through their own efforts and with the help of others, multicultural students flourish in this demanding environment. One plus for multicultural students is the Multicultural Student Services office (MSS). As part of the Brigham Young University campus, MSS is dedicated to "the total development of . . . multicultural students"<sup>5</sup> and their success at BYU. However, MSS interest in students goes beyond the students' graduation date. To better prepare students for their future careers, MSS created the Career Training program.

The Career Training program of MSS adds to the educational process of the students it serves. Presently, Career Training "is a need-based pro-

gram that provides additional monies to American Minority students through employment at the university."<sup>6</sup> In addition, it gives students the option of complimenting their academics with practical work experience. Richelle Andersen, On-Campus Education Coordinator, directs the Career Training

program. She feels that all students can be a force for good in many areas of their lives: be it in their communities, careers, or with those they interact. For this to happen, however, they must participate in activities that will help develop their leadership abilities and talents. Andersen deems Career Training as a tool that can "help students find experiences that will complement their academic learning at BYU [with] leadership development opportunities or part-time employment."<sup>7</sup>

There are many students involved in Career Training. While their individual work experiences and acquired skills vary, they all share common benefits from the program. The following are three profiles exemplifying the positive impacts Career Training has on the complete education of the multicultural BYU student.

In the first profile, Hernando Donosso's training helped assure his decision to major

in advertising. In the subsequent one, Ruth Stubbs, already actively involved in leadership and on the verge of graduation, perfected her skills and knowledge through her present employment. Finally, Jeanelle Carden's involvement in Career Training provided her with the drive and proficiency to succeed in a rigorous summer internship.



Jeanelle Carden teaches a Career Training workshop. Carden's computer skills helped her obtain a valuable internship this past summer. Carden is a junior from El Paso, Texas majoring in public relations. Her experience with the Career Training program has afforded her many an opportunity to both grow and give back to the university and prepare for her future.

## **Hernando Donosso: To be . . . or not to be?**

Imagine this. You're a student. You're hungry. Come to think of it, if you're a student, it's a given that you're hungry. So, anyway, you're a student. You walk into the Cougareat and decide to get some pizza. You wait in line for four hours (sarcasm) and finally get your pizza. You bite into the hot, oozing cheese, catching a hint of the spicy pepperoni on your tongue as you pull the slice away from you. A smile spreads across your face as you relish your food. As a student, you probably don't realize all the planning that has gone into helping you decide to buy the pizza. Part of that planning is advertising.

Hernando Donosso is part of the effort to publicize many Ernest L. Wilkinson Student Center (WSC) services such as the Cougareat, Outdoors Unlimited, and the Games Center. Thanks to students like Donosso and their work with Creative Marketing, advertising can be very effective and helpful. Donosso is dedicated to his job and has chosen to pursue a career in the field of advertising.

There was a point, however, when Donosso needed further assurance as to what career path he would choose. Not all students enter the Career Training program with a

sure idea of what they want to do with their life. For some, thinking about what they'll be doing to earn their money for the next 30-40 years can be very intimidating. To choose a major, many students take classes in various disciplines and might change majors a couple of times before settling on one. There's a better, more practical way to choose a career, though. Career Training can ease the decision making process by giving students a taste of the professions in which they might work.

*Preparing skilled students of exceptional character with a lifelong propensity for learning and growth will remain the lodestar not only for BYU, but also for Multicultural Student Services.*

Hernando Donosso was looking for a taste of reality as he sought employment opportunities that could offer him a view of what a career in advertising would be like. A sophomore from Miami, Florida, Donosso began working in the Museum of Art at BYU. Donosso initially wanted to major in art history, but soon began to realize that he wanted to do something else. He worked at the Missionary Training Center in Provo for a year but wanted to work with something more related to his new major, communications marketing. Donosso made an appointment with Richelle Andersen in MSS and explained to her his situation. After some paperwork and applications, Donosso was on his way to

Student Life Creative Marketing.

During the summer of 1998 he began working full time with Student Life Creative Marketing, which provides the advertising for all Student Auxiliary Services. Donosso worked mainly with the student services the WSC. His work experience with Creative Marketing seemed to be catered to his needs, and in fact, it was.

Donosso first worked with the production side of advertising, which included finding out what departments were looking for and what they wanted in their advertising campaigns. For Donosso it was important "to be informed on what the clients want." Part of being informed meant organizing information of use to various departments seeking to improve their services. Donosso provided the Cougareat with the resources to promote their services.

Donosso started organizing focus groups (survey groups) and performing market research for Zuka Juice, the Cougareat, Outdoors Unlimited, Campus Craft and Floral and other services. This research helped the WSC and Creative Marketing decide what kind of campaign would work best. Donosso most recently assisted with the "Fall is in the Air" campaign for the totally redesigned Cougareat. Fall 1998 is the first semester with the new Cougareat in place and many new students might not be familiar with the available dining options. The "Fall is in the Air" campaign motivated people on the campus to become more familiar with the various dining



**Richelle Andersen** helps students find employment that will enhance their education. Andersen works with students from Multicultural Student Services and helps coordinate the Career Training program.

Tricia Lee

services. Posters, advertisements, and flyers add to the Cougareat's fall-like atmosphere. Donosso enjoyed the focus groups and doing market research for the WSC services. He feels the work helped the Cougareat become more efficient and responsive to the needs of its customers and gave it more visibility to potential customers.

#### The work experience

Donosso gained accomplished two things. First, it cemented his decision to go into advertising. As he speaks, it's obvious that he's excited about a future career in advertising. "[Career Training] . . . helped me to realize that [market research] is something I want to do."

Second, Donosso believes his present employment makes him more marketable when he graduates. "[Career Training] gives me hands-on experience of exactly what's out there, just [on a smaller scale]. I can actually say, 'I've done this. I know about that.'"

Donosso is only one of many students that used Career Training services. Like many others, he prepares to leave the BYU campus better equipped to deal with the growing competition in the job market.

#### Ruth Stubbs: Practice makes perfect

Ruth Stubbs is a fireball. Whether she's shaking her stuff on the ballroom dance floor, counseling students on career choices or excelling in her classes, Stubbs is excelling at a variety of endeavors. She even manages to find time to be president of SALSA (Strength Among Latins and Student Activities), sharing her skills and talents to make the club an important fixture on the university campus. What more could a person with so many talents and such a penchant for success possibly do? Well, if you ask Stubbs, a lot. She continues to improve and in that process helps others do the same.

Stubbs, a senior from Fallon, Nevada majoring in social work, started working her junior year in the Career Training program. She first began in the Financial Aid office, then went to Multicultural Student Services. Stubbs is currently employed in the Counseling and Career Center assisting in the Career Learning Information Center. The Career Learning Information Center can help students decide their career paths.

Counseling is one area where Stubbs' talents are highly valued. She frequently assists students searching for career guidance and helps them identify several available

resources. For example, there are tests that can highlight strengths and interests and suggest which careers might better suit a student. In addition, there are many books available on what certain careers entail, the preparation for these careers, and how students can find information about

them. Also, by conversing with the students she is able to assess their needs and direct them, if necessary, to other parts of the Counseling and Career Center—advisors, for example. There are also computer programs which assess the talents and interests of students. Stubbs assists students with the evaluation of the results and helps them put what they have learned into use.

As a social worker, she'll teach personal skills in an individual or group setting. In her present training, she sees herself gaining expertise that will enable her to be a more effective social worker. Working one-on-one, helping patrons decide what they want, will enhance many needed skills. "[I]

help them figure out what to do, and that's what social workers do. They never solve anyone's problems. They help the person figure out what they need to do for themselves."

In the information center, she also teaches workshops that are offered to students. A few are on communication, time management, financial management and overcoming procrastination. "All these workshops are practical and can help others as well as myself. I think my favorite [workshop] is communication—learning how to communicate with other people. [It] is a helpful workshop because a lot of times we have people that need help with that problem—learning how to listen, learning how to communicate."

Does she think the Career Training program has helped her personally? "Oh, definitely! It's helped me to grow in so many ways. [It has helped me] in different aspects, not just at work, but also in my social skills and understanding people . . . especially this past year. The demands that [my responsibilities] have [on] me have . . . forced me to gain skills that I've had to some extent, but I think are more refined and hopefully improved on since I [started working at the Career and Counseling Center]. I think that will be very useful to me when I get in the real world." Stubbs' enthusiasm for learning will not only touch those in the *real world*, but those here in the somewhat smaller world of BYU. See, she really is a fireball.



Ruben H. Arendonko

**Hernando Donosso**, a sophomore from Miami, Florida majoring in communications marketing, participated in the Career Training program. During the summer of 1998, he began working full time with Student Life Creative Marketing. Donosso was part of the effort to publicize many of the services in the Ernest L. Wilkinson Student Center (WSC).

## *Jeanelle Carden: Life in the real world*

In a dog-eat-dog world, California is a place filled with big, corporate ones. A person could get hurt playing with the big dogs—unless of course you've got a large stick. Career Training was that stick for Jeanelle Carden. This past summer, Carden interned at ADAC Laboratories in Milpitas, California assisting with company public relations. ADAC deals in nuclear medicine and is "... a supplier of radiation therapy planning . . . and radiology and cardiology information systems."<sup>8</sup> Carden, a junior from El Paso, Texas majoring in public relations, attributes her experience at Career Training with providing her the skills necessary to obtain the internship. According to Carden,



Tricia Lee

Ruth Stubbs is all smiles as she assists students in the Counseling and Career Center. Stubbs is a senior from Fallon, Nevada majoring in social work. She finds her work in the Counseling and Career Center gives her experience not found in classrooms.

Career Training helped her learn skills she didn't have before. When she started, she had to "go with the flow and just . . . pick things up and not be stuck saying, 'Well I've never done this before—I can't do that.' The only way to learn is to try it out."

Carden went from working with high school students as a SOAR counselor to assisting college students prepare for employment. Initially, Carden worked with Richelle Andersen, and assisted with the Career Training module. She helped complete the training manual for use in the module, writing the sections on phone skills and FERPA (Family Educational Rights and Privacy Act) regulations. Using the training manual, she trained student employees in phone, computer, and patron service skills. A notable point in her Career Training happened last year when she helped with the conceptualization of a MSS diversity campaign. Carden says the effort was "to help stimulate cultural awareness on campus." The slogan for the campaign

was: "BYU is not a melting pot: It is a stew. What flavor do you add?"

Under the direction of Richelle Andersen, they both brainstormed about how to best present the message that BYU has a diverse student body. They eventually came up with the idea to individually photograph students representing various cultural and ethnic groups on campus. The student was then superimposed onto a photo of a stew or stew ingredients. Under the image was placed the name and ethnicity of the student with their feelings on what place culture has in their life. The posters were then distributed around campus and posted on bulletin boards and information kiosks. Carden commented, "I think [the campaign] went well. I think a lot of people used the 'BYU is

not a melting pot: It is a stew' theme. I know we had a lot of people come in and ask us for copies of the posters because they were going to teach about it in the lessons at Sunday School, or Girl Scouts came in, Boy Scouts came in—we had different groups come in. The . . . whole theme of . . . [the closing student devotional] they had last year . . . was, 'BYU is not a melting pot: It is a stew.'"

During Winter Semester 1998, Andersen attended a conference of the National Association of Student and Personnel Administrators. Carden was asked to prepare a series of slides on Microsoft PowerPoint © for use in the workshop Andersen would present. "I had never worked on it before, but the only way to learn was to try it," Carden said. Carden was given the guidelines for what the slides should contain, then finalized the details. Andersen used the slides while at the conference and found them to be very useful.

The designing of the slide presentations, diversity campaign, and preparation of the Career Training Module proved beneficial to Carden's future. These skills directly helped her land an internship with ADAC Laboratories in California.

Since the company did not have a public relations department, she assisted ADAC with public relations in their marketing and investor relations divisions. Marketing utilized her to prepare a training manual for their sales representatives. The training manual "was huge! It was about four inches high!" Carden declared. Though tedious, the designing of the manual was facilitated by her earlier experience in Career Training. Carden also worked considerably with the Chief Executive and Chief Financial Officers compiling PowerPoint© presentations for them. The presentations were used at national conferences to acquaint physicians, health professionals, and researchers with the services and products of ADAC Laboratories.

The three-month internship was a culmination of practical work experience gained while at Multicultural Student Services. Carden's experience at ADAC reinforced her desire to utilize all the opportunities available to her at BYU. As her skills grow and develop, she'll become

a more visible representative of BYU and its values. With this kind of skillfulness, she won't have to worry about her ability to compete with others in the real world; even if they do bite.

### **Multicultural Student Services: Looking to the future**

The students profiled reflect a portion of the many that have gained valuable work experience through the Career Training program. Although limited to only students qualified for federal Pell grants, Richelle Andersen affirmed the MSS office desire to extend the opportunity to more students. "We're expanding the Career Training to be more oriented to career and skill development. They must be able to document how the experience will help them for their future career goals," says Andersen. This change in Career Training will increase the program's ability to help more students.

Some might ask why this change. There are two objectives to this modification. In one aspect, the change will allow more students the opportunity to work in areas directly related to their majors. Such employment experiences allow students the chance to be more marketable, prepare for the future, and enhance their natural abilities. Employment training, coupled with the rigors of academic life, helps develop a student more able to thrive outside the campus environment.

Andersen gives an additional reason for the adjustment.

The change will "also help people across campus become more familiar with the caliber of students that are associated with the multicultural office. That's a very big educational push for us as well." Many students in Career Training will have the opportunity to serve as examples of the qualified students served by the MSS office.

The change allowing all Multicultural Students served by the MSS office to qualify for Career Training might not be the last to the program. As time passes and circumstances change, one could expect Career Training to undergo more adaptations in order to continually improve its services. However, preparing skilled students of exceptional character with a lifelong propensity for learning and growth will remain the lodestar not only for BYU, but also for Multicultural Student Services.

1. Bateman, Merrill J. "Brigham Young University in the New Millennium.." Speeches Home Page. Brigham Young University; 17 Sept. 1998 <<http://advance.byu.edu/devo/97-98/BatemanAUC98.html>>.

2. ibid.

3. ibid.

4. "About BYU." BYU Home Page. Brigham Young University; 17 Sept. <1998<<http://www.byu.edu/about/>>.

5. Multicultural Student Services Page. Brigham Young University. 17 Sept. 1998. <<http://www.byu.edu/stlife/campuslife/multi/>>.

6. Multicultural Career Training. Provo: BYU Multicultural Student Services, 1998.

7. Multicultural Student Services Page. Brigham Young University. 17 Sept. 1998. <<http://www.byu.edu/stlife/campuslife/multi/office/bioriche.htm>>.

8. "About ADAC." ADAC Laboratories Page. ADAC Laboratories. 17 Sept. 1998. <<http://www.adaclabs.com/about/compoview.html>>.



## **CAREER TRAINING INFORMATION**

Are you a student interested in participating in the Career Training Program? Below is information you will need to know when applying.

Students hired to participate in Career Training, will participate in some required training including phone training, FERPA training, and computer training. Supervisors are asked to offer an annual evaluation of each employee. Merit increases and annual raises are based upon these evaluations.

The following are some offices and departments that participate in the MSS Career Training program:

International Services  
Counseling and Career Center  
Museum of Art  
Financial Aid Office  
Honor Code Office  
Student Honor Association  
Tutoring Services  
BYU Dining Services

Conferences and Workshops  
Spanish and Portuguese Department  
Alumni Association  
Women's Services and Resources  
Campus Involvement  
BYUSA  
Health Sciences Department  
Chemistry Department

For more information, contact **Richelle Andersen**, On-Campus Education Coordinator, at 1-801-378-3065.

# TRIBE OF MANY FEATHERS

by  
Harold D. Nez

The Tribe of Many Feathers (TMF) has been an active club on campus since the early 1950's. Initially, the earlier generations of Native American students at Brigham Young University hoped to establish a social structure for the many Native American students on campus. With each passing year, TMF continues to maintain the legacy of their undying devotion to culture and friendship. LaVay Talk, the advisor for TMF said, "TMF is different from other clubs . . . it's more of a support system because of friendships and bonds."

Revina Largo, the Fall Semester TMF President, expressed her desire to continue this support system and expand their influence into areas off campus as well. She wanted TMF to be "a source of friendship, spiritual strength . . . to help the members become productive citizens in the community." The ambitious Largo, a senior majoring in zoology, is from Gallup, New Mexico and has participated with TMF since 1994. She's had a productive role in the success of TMF, serving on the presidency as VP for publicity, finance, and recently, as president.

Largo said that she wanted members involved in firesides, service projects, and other worthwhile activities. She wanted to address current issues also by presenting different workshops locally, or wherever the club could serve. As President, Largo made sure that she "ha(d) the time for it, to give support [for the club and its members]" said Talk. Talk added that the president "needs to be very diplomatic . . . you can't please everyone." According to Talk, Largo had the qualities that make a great president.

Talk found that the club can help students reach for higher goals and accomplish more in their college studies. Because of the interaction students can have, not only with the club activities, but with all the services that BYU has to offer them, they earn the wonderful sweetness associated with achievement and affluence. According to Talk, "stu-



1998-1999 TMF club officers (L-R): Nathan Morris (President), Mike Ermatinger, Nacolynn Begay, Uinta Clark, Gwendolyn Spotted Elk, Cecelia Shirley, Elliot Nilsson

dents start to recognize their abilities, their leadership, that they are needed to fill certain roles and responsibilities."

This past August, Largo was the recipient of the Morris K. Udall Scholarship. Of the 75 awards distributed across the country, she was the only recipient from Utah and the first from BYU. She travelled to Tuscon, Arizona for a few days to receive the award from Terrence L. Bracy, Chair of the Board of Trustees for the Morris K. Udall Foundation, and former Arizona Congressman and House Minority Leader John Rhodes, Sr. Even with this recognition, Largo maintains a steady eye on her goal to eventually enter the medical field and return back to the reservation as a doctor.

When Native American students first entered BYU in the early 50's, they had an incredibly high drop out rate their first year in college. V. Con Osborne, in his look at

Indian Education at BYU, noted that "among these reasons [for the high dropout] were lack of proper high-school preparation, homesickness, failure to adjust to a university environment, and financial difficulties."<sup>1</sup> Under the suggestion of Golden R. Buchanan, "a group of Indian students and returned missionaries (who had served missions)" helped organize the TMF club.<sup>2</sup> The club provided activities for students "to provide for the social and fraternal needs of the members."<sup>3</sup> Because of their efforts, "the club sponsored various events throughout the following years both for single students and families, including socials, [and] basketball teams."<sup>4</sup> Under this structure, TMF evolved into a program of unity and friendship, designed to involve the student in various opportunities of development and progress.

As the advisor, Talk is right in the middle of every presidency meeting and well aware of the important interaction of everyone's contribution to the club, especially the club presidency. Every year brings a new perspective. This variety, the virtue of the many feathers of Native Americans from different tribes, creates the power behind the service and character in TMF. "I'm excited to see what they think will help the students while here at school," said Talk.

One of these students, Uinta Clark, a Blackfoot/Lumbee, grew up in Pembrook, North Carolina, and is a graduate student at BYU. As the Vice President in charge of Finance, she's well experienced in handling money. She first received her bachelors degree in Accounting in 1997, and is working toward her degree in the Marriott School of Management's MBA program.

Clark remembers that during her freshman year, Al Nez, then the President of TMF, would come around to get everyone involved in the club. Since that time, she hasn't known about activities and hasn't been part of TMF. But for some reason, this year she had the strongest desire to serve in the club. She wants to be involved "so others will know what's going on."

The main person behind helping others "find out" about TMF activities is Elliot Nilsson, the Vice President in charge of Publicity. Nilsson is a sophomore majoring in international relations, from Champion, Alberta, Canada. He served a mission in the Geneva Switzerland Mission and can speak French fluently. He's a full Cree Indian who wanted to join the club to meet other people. "I found out about the club through Multicultural Student Services and other people had mentioned it," said Nilsson. He feels that the club is also an excellent "support system" that can help develop spiritual education here at BYU. Nilsson has one goal: "get everyone informed."

Another organization related directly to TMF club activities is the performing drum group, *Sacred Thunder*. The group is only two years old, but their services are in high demand. The first president of their organization was Brenden Frazier, an Ojibawa/Kickapoo Indian from Minneapolis, Minnesota.

Frazier started the group with the idea of sharing the

Native American culture with the university campus and local community through singing and dancing. The groups' performances for on- and off-campus activities have thrilled many frenzied crowds, especially for elementary, junior, and senior high school programs.

The opportunity to express this part of their culture has involved many members of TMF. Now into their third year, *Sacred Thunder*'s voice carries itself far into the mountains of Utah Valley and into the heart's of those that hear its message. Frazier, who is presently working toward his law degree at the University of Iowa, has given both Native and non-Native students on campus the privilege of adding to the rich Native American heritage at BYU. Bryan Jansen is this year's president of the drum performing group.

According to Talk, an easy formula for success in the Tribe of Many Feathers, and in life for that matter, is people must be "willing to learn and share." Whether it be through song, dance, or other aspects of culture that distinguishes each student, someone can make a difference in what Talk calls "an open club." She mentioned, "Once [students are] at BYU and involved with TMF, the students bond."

Talk shares in the hope and enthusiasm of all the former students who helped lay the foundation for the successful progress of Native American students. This legacy continues to make itself known at BYU. With every new generation that enters, every feather from every tribe finds a way to contribute, to feel a part of something that can make a difference at Brigham Young University and throughout the world.

1. "Indian Education at Brigham Young University: 1965-1985" by V. Con Osborne June, 1993, pg 5.

2. Ibid., pg. 8.

3. Ibid., pg. 8.

4. Ibid., pg. 8.

## TRIBE OF MANY FEATHERS OFFICERS 1998-1999

**PRESIDENT—NATHAN MORRIS**  
**VP PROGRAMS—(No elected officer)**  
**VP SOCIAL RELATIONS—CECELIA SHIRLEY**  
**VP PUBLICITY—ELLIOT NILSSON**  
**VP MEN'S ATHLETICS—MIKE ERMATINGER**  
**VP WOMEN'S ATHLETICS—NACOLYNN BEGAY**  
**VP FINANCE—UINTA CLARK**  
**VP HISTORIAN—GWENDOLYN SPOTTED ELK**

# NEW STUDENT ORIENTATION

by Harold D. Nez



*You cannot hope to build a better world without improving the individuals. To that end, each of us must work for our own improvement and, at the same time, share a general responsibility for all humanity, our particular duty being to aid those to whom we think we can be most useful.*

~ Madame Marie Curie ~



Above: Claudia Pinon, a freshman from El Paso, Texas

**B**righam Young University has a student population of 27,000, with students represented by all fifty states, and finding a place to fit in can be difficult without a little help. Imagine the first time away from home for high school graduates, every student is unfamiliar with their new surroundings, yet somehow, students at BYU smile.

Spread across Deseret Towers Field, these students crowd into grouped communities as part of New Student Orientation's BBQ session.

The BBQ on August 27, 1998, hallmark the first of many events new students participated in for the next few days of orientation. They walked around quite relaxed and comfortable even though there were several thousand other students around them feeling the same disjunction. The insecurity of not knowing anyone could have initially dampened the festive mood, but as the students' participated in the NSO program, they built friendships and their fears disappeared, one of the main purposes behind NSO. NSO gave new students added encouragement, something they need to help them fit in and provide them the advantage of succeeding in college.

Once sponsored by the Service Leadership Involvement Center, the Student Leadership Programming Team now heads NSO. Mary Sweat, who has worked at BYU for the past 28 years with various programs on campus, now coordinates the NSO program. Her experience as a new college student prepared her for her job now as the NSO coordinator. Sweat said, "As a freshman, I was very excited, looking forward to the new challenge of being on my own, handle[ing] my own independence. But I was scared, not sure about academics, anxious to make friends, fit in." These feelings of entering a new environment haven't changed much since she was a freshman at BYU. Sweat explained that students still feel the same fears and have the same anxieties about academics and friends.

This year, with 6,000 new students, including 5,000 new freshmen, the situation of orienting students had become more difficult. But when students first arrived on

campus, the NSO Team placed them in large groups called Y-Groups with other new students. The success of NSO also depends on more than 280 volunteer students called Y-Group Leaders.

Suzanne Kolar, a junior from St. George, Utah, majoring in sociology was the Y-Group Leader Coordinator. Kolar said that Y-Group Leaders help new students feel comfortable. "It [NSO] helps them have a group of friends when they get here. Even after several months, students still get together. Students are bonded by that experience when they first arrived on campus."

The NSO team spent months of planning and careful consideration establishing the program guidelines as well as defining the selection process of the Y-Group Leaders.

Kolar said that before training the Y-Group Leaders, the NSO Team looks for specific qualities. What are the qualities that makes a good Y-Group Leader? According to Kolar, "Love for university, usually people who cared and wanted to give back. Usually these are students experienced with the way the school works. Willing to let loose. [We have to] have people be prepared in helping freshmen and help them get something out of it [the NSO experience]." Y-Group Leaders give up at least a week of their summer vacation and return to BYU campus for their training. They spend three days at Aspen Grove family camp near the Sundance Resort. After the training, the real fun begins when the Y-Group Leaders meet the students in their Y-Groups.

Aside from the BBQ, the loudest and probably the wildest part of NSO is the Y-Group Spirit competition. Todd Hendricks from Soda Springs, Idaho, a

senior majoring in History, worked on the NSO Team as the Spirit Competition Facilitator/Playbill Creator. The Spirit Competition gives the students an opportunity to join in a healthy game of competition with other groups. Hendricks said that Y-Group Leaders are taught the Cougar Fight Song then they [Y-Group Leaders] teach the new students. The Y-Groups also create an original Y-Group cheer, and make group banners. Hendricks said, "this competition is meant to develop unity as a group and loyalty to BYU, and the students have a grand time." Even though some of them may not have the best voices, they learn how to sing the Cougar Fight Song with spirited grandeur. The Y-Group Leaders also take the new students on a tour of the entire campus.

The enthusiasm and quick smiles of the Y-Group Leaders makes all the difference in helping the students. Their caring hearts and well-intended interests can make anyone feel comfortable and calm—an important quality for success in the NSO experience. The students also paint



Melba Latu from Orem, Utah, Tamara Smith from Fort Lauderdale, Florida, and Christine Benetiz from Coventry, Rhode Island, man one of the NSO checkpoints. New students get their NSO passports stamped at every checkpoint on campus.

banners, eat tons of food, and learn about the history and traditions associated with BYU. As part of attending all these necessary functions, students are introduced to the Passport Program by BYU President Merrill J. Bateman.

The Passport Program was a relatively new part of the NSO experience. The program involved an actual passport put together by the university for all NSO activities. Each student, when they attended the necessary activities, had their passports stamped. (When the passport is completed later in the semester, the students receive a reward for their diligence.) Another new addition to NSO this year was the collector cards. This program was associated with the passport program and helped students find out different facts about the buildings around campus.

On Saturday, the last day of NSO activities, students reported for their ultimate challenge. They needed to show their Y-Group spirit before a panel of student judges. They yelled their cheers, displayed their often unusually painted banners, and sang songs with unreserved energy. This flaring spirit before the "highly competent judges," as Hendricks called them, could guarantee full points for the students. Later that night, the NSO Team added up the tally sheets and the winners were announced at the Saturday Night Extravaganza. First place received a catered dinner, caps, books, mugs, t-shirts donated by Media Play, bagels from Einstein Bagels, and computer software donated by CompUSA. They also received free bowling from the Wilkinson Student Center, ice cream

from BYU Creamery, and movie passes to the Varsity Theatre. It paid to win.

The Spirit Competition was not designed to foster adversity. The competition was designed to build much more. Hendricks noticed that the group that won was pretty ethnically (and socially) diverse. "I love to see groups that were very diverse, they just had everybody, all with different backgrounds, working as team groups [with] unity" said Hendricks.

Hendricks added, "the purpose of NSO is to successfully integrate new students into the BYU community and make their college experience comprehensible." Students learned about the founding of BYU, the Story of Karl G. Maeser, the building of the "Y", and many other traditions that helped make BYU what it is today. Such purpose and motivation behind the NSO Team's goal of teaching the students about BYU reflects the love and concern shared by all BYU administrators, faculty, staff, and students. Hendricks said, "so many are working and praying for

[a] student's success." Sweat stated that the administration is behind the NSO program. Sweat went on to say, "I hear over and over how important this program is, that we help with the adjustment from home to school, realizing that this transition is part of their success."

Next year, NSO will find new ways to reach each new student on campus and try to allay their fears and insecurities. After all, their activities and efforts focus around the successful integration of new students into the campus community and BYU can't continue without the success of its new students.

1. [http://www.cybernation.com/victory/quotations/subjects/quotes\\_service.html](http://www.cybernation.com/victory/quotations/subjects/quotes_service.html)



Y-Group Leaders, Sarah Moyer from North Pekin, Illinois, and Deborah Gatrell from Layton, Utah, display their enthusiasm for their new students with a sword? Moyer said that their group was called "The Y-Warriors." They used names for people who stood and fought for truth.

# We Got Your Back!

by Ruben H. Arredondo

## Multicultural Student Services can help multicultural freshman from the get-go

At the beginning of every semester, comes a new group of freshman. They aren't hard to find. You might notice a young teen walking around campus in a forlorn daze. If you look hard enough, sometimes you'll see a set of parents following behind the bushes or a building. Maybe you'll walk by the dormitories and get gang-rushed by a group of freedom-crazed young people screaming at the top of their lungs. And, you might even see a few bidding a tearful farewell to their parents.

After the initial euphoria or shock of separation fades, reality starts to sink in. "What am I doing here?" might be a question on a freshman's mind. She or he might feel alone, but there are a variety of support systems in place to help her or him adjust to the "Y". One of those support systems is the Multicultural Student Services office (MSS).

To familiarize the student with the office, MSS incorporates their own special orientation part into BYU's New Student Orientation (NSO). There were approximately 200 new students in attendance at this fall's Multicultural Student Orientation. They came from all over the nation, ready to start a new stage in their lives.

Emeka Chukwurah, a student employee in the MSS office, helped organize and carry-out this past fall's Multicultural Student Orientation. He says the MSS orientation is a plus for multicultural students that are starting school. Many might feel out of place in a different environment, especially where the community is predominantly Caucasian. For many of the students, it is comforting to see others that are like themselves. The information that MSS provides freshman with helps them make the adjustment to BYU faster and also feel like a vital part of BYU.

At the beginning of the orientation, the students were handed a packet from MSS giving them a summary of the services provided in the MSS office. They were then welcomed by the director of MSS, Vernon Heperi. Following the welcome, they were presented with *The Aims of a BYU Education*: spiritual development, intellectual enlarging, character development, and a commitment to lifelong learning and service.

Informational presentations or speeches were also incorporated within the introduction of these aims. Some of the special speeches dealt with tutoring services, open major advisement, adjusting to BYU culture, MSS club presentations, if LDS—with getting involved in student wards and more. Chukwurah said that with these presentations, students will feel more comfortable with BYU, and

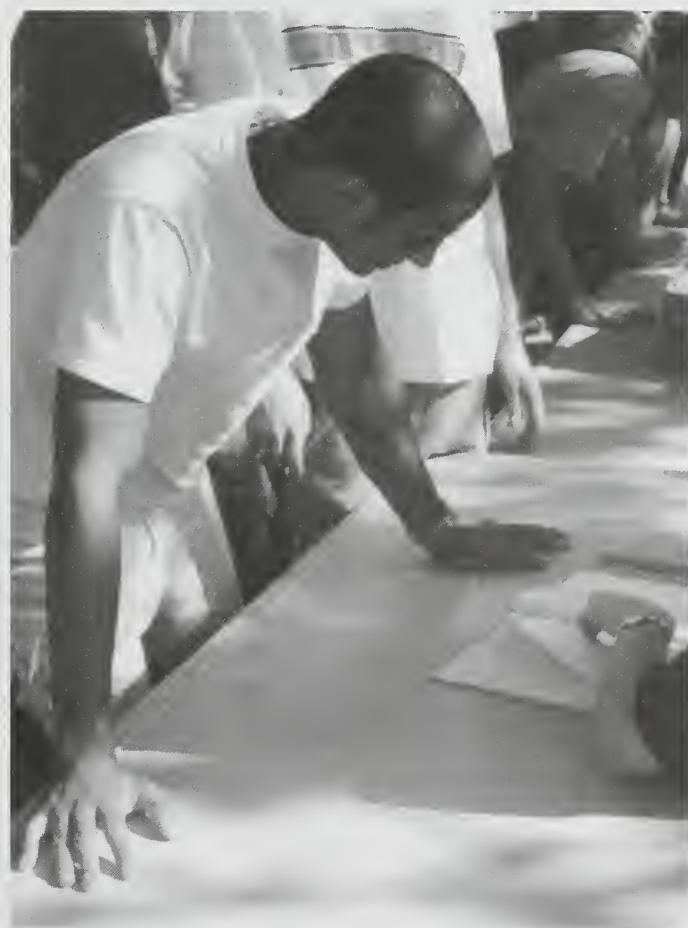
start to gain a sense that BYU is "their school."

Following the informational presentations, the Dean and Associate Dean of Students, Janet Scharman and Nolan Reed, respectively, spoke to the students. They talked about the importance of the Honor Code at BYU and the influence it will have on the students' lives.

In addition to the important information the students were given, they also got a chance to interact with other freshman. Some met for the first time and others renewed friendships made during SOAR (see related story on page 14).

The orientation helped provide an easier transition from the students' family life to the often intimidating world of university life. The faster they become accustomed to the "Y," the faster students will excel at their studies and become involved in campus activities and leadership.

The Multicultural Student Orientation exemplifies BYU's desire to provide for the needs of all students. With such care and preoccupation on the part of the administrators, students can be assured that their interests are important and that BYU is committed to their success at the university.



Harold D. Nez

**Lane Wright**, a new freshman at BYU from Bountiful, Utah looks for his Y-Group number at the opening BBQ activity for NSO. Several thousand students like Lane gathered at Deseret Towers Field as part of the NSO program. Lane was a member of the original SOAR program last year.

ESTEBAN

TLATENCHI

by Ruben H. Arredondo

Quick. Think of some famous Americans who beat the odds and went on to major success. Abraham Lincoln, Martin Luther King, Jr., Helen Keller, George and 'Weezie' Jefferson . . . well maybe not. But, what about Esteban Tlatenchi? Tlatenchi is not as well known as the others, but he is on his way to making as great an impact as they did. Tlatenchi was one of fourteen university students chosen for the Summer Legislative Intern Program. Besides Tlatenchi, who represented BYU, were students from the University of Chicago, Duke, Stanford, Vanderbilt, Boston University and others. The program was organized by the National Association of Latino Elected and Appointed Officials Educational Fund (NALEO) and sponsored by the Shell Oil Company.

Interns are selected from a relatively small pool of qualified applicants. Besides holding a superb academic record, all applicants must be residents of Arizona, California, Colorado,

Florida, Illinois, New Mexico, New York or Texas and be enrolled in a two or four-year institution. Candidates must also be a "U.S. citizen of Latino origin . . . demonstrate leadership potential [and] possess a sense of commitment to the Latino community."<sup>1</sup>

Tlatenchi started off the internship by first receiving training at the annual NALEO conference. Latino and non-Latino officials from around the nation conducted workshops. Presenters included U.S. Secretary of Education Richard Riley and U.S. Secretary of Commerce William Daley. The workshops focused on public policy, leadership and administration, and addressed issues currently related to Latinos. During the week-long conference, Tlatenchi networked with business leaders and officials and served the community. Besides speaking with Mayor Lee Brown of Houston and other city officials, he participated in the NALEO drive to inscribe non U.S. citizens in the

Houston area and get them on their way to applying for citizenship. Tlatenchi was able to enroll four families in free NALEO-sponsored citizenship classes. Tlatenchi said that "even though [the interns] had different ambitions . . . [we] wanted our people to be aware . . . to be empowered and speak out." Tlatenchi was pleased to see "that [he was] not the only one doing [his] best [to] see some changes . . . it is a group that gets bigger and bigger every year."

The following week, Tlatenchi traveled to Washington, D.C. and met with U.S. Congressman Jose Serrano, from New York and Attorney General Janet Reno. Congressman Serrano talked with the interns about how his work assists many people in New York, not just the Latino population. A highlight of Tlatenchi's week was the half hour spent with Ms. Reno in her private office. She shared some of the many obstacles she faced in her career as a woman and Tlatenchi was genuinely impressed by how she was



photo courtesy of Esteban Tlatenchi

able to overcome these obstacles and achieve great success in her life.

A significant part of the program began with the internship in New York. Tlatenchi interned for Councilman Guillermo Linares in his home district of Brooklyn. He was pleasantly astonished that Linares "really wanted to help people and make their lives better." While in Councilman Linares' office, Tlatenchi was involved in many tasks, two of which stand out in his mind. He organized a press conference conducted by Councilman Linares to make the city aware of the plight of a young lady struck with leukemia. Through Tlatenchi's efforts, many influential people attended the press conference and assistance was gathered to help the young woman.

Tlatenchi also provided housing assistance to low income constituents. Many of the people seeking help were charged unreasonable rents for very poor quality housing. Often they were threatened with eviction if they did not pay higher rents. Having grown up in many of the same circumstances as these people, Tlatenchi said, "I know [how they live], I've experienced this, [I want to] change [the way they live]." Tlatenchi provided the tenants with letters from Councilman Linares that played an influential part in resolving their difficulties or was able to direct these people to agencies that could assist them. The help Tlatenchi provided for the people he served was invaluable. After getting to know him, many of them even asked for Tlatenchi by name when seeking assistance.

When asked how he felt his efforts would affect his future and influence others in the long run, Tlatenchi said "I learned to never give up, to help all people. I need to get involved for the future's sake--for our children's sake. Hopefully people will understand that we're no longer a minority. We're Americans. Even though we are a different color, we are like them." Through contributions Tlatenchi has made and will make, America's future will be a brighter one.

<sup>1</sup> NALEO Educational Fund: Summer Legislative Intern Program NALEO. 15 Sept. 1998. <[http://www.naleo.org/slip.htm#1998\\_SLIP](http://www.naleo.org/slip.htm#1998_SLIP)>

## REVINA

## LARGO



by  
Katherine M. Smith

Revina Largo is congratulated by the Chairman of the Board of Trustees for the Morris K. Udall Foundation.

photo courtesy of Revina Largo

Many students come to Brigham Young University with the idea that success will be achieved after graduation. However, success has come upon one BYU student rather early. Revina Largo, a junior majoring in human biology, has achieved the prestigious Morris K. Udall Scholarship. Only one scholarship is awarded to the state of Utah. Largo feels that it is "very humbling to be chosen as the Utah recipient of the Morris K. Udall Scholarship." There are around 75 to 80 students in the country who receive the scholarship. It is awarded to those who are studying environmental or Native American issues. Largo's success has stemmed from many events which have been great influences in her life.

Largo is from Borrego Pass, New

Mexico. Though Largo is from a small town she has always had high hopes for herself. This great achievement can be attributed to many factors in Largo's life. As a child, she remembers that she was usually always the top student. Largo believes that this desire to be an excellent student comes from positive reinforcement by her teachers and most importantly from her mother.

Largo's mother has served as a great example in her life in many ways. Her mother understood that Largo was a good student and always made sure her daughter knew that she had great love and faith in her. Her mother's love and faith in her child was also reinforced in her prayers, as she asked the Lord to help her children have a better life. By her moth-

er's encouragement and example, Largo made the decision that getting a college education was very important.

The steps towards gaining a college education meant a change in lifestyle for Largo. During high school she participated in the Indian Placement Program, where she stayed with a foster family in an urban setting. Throughout her high school years, Largo's foster family was a source of great strength in her life. Largo remembers feeling that her hard work during high school was important as her foster dad would always refer to her as "the cream of the crop." With this hard work and encouragement came rewards such as being a member of the National Honor Society

and also graduating with a high school degree.

As Largo began college she reflected on her past experiences and decided that becoming a medical doctor was the path for her. With her knowledge of the Navajo language and also of the Navajo culture, Largo believes she can help many of her Navajo people back on the reservation.

"Speaking Navajo will bring a benefit to the Navajo speakers who need medical care because they will be able to explain what is wrong with them," explained Largo.

Largo believes knowing that she can help her people brings much strength for finishing her schooling to the best of her potential. Largo

explains that during a particularly hard semester she started to remember all the influences in her life, especially her mother. Largo says "When you [remember] your mom shedding tears, that has an affect on you." These memories helped her foster enough energy to work a little harder and finish well.

In the future Largo sees herself as a doctor on the reservation, acting as a role model and an example for the Navajo people—especially for Navajo women and children. She wants to be able to encourage people to broaden their horizons and get a college education. In retrospect, Largo's example will surely someday affect all those she interacts with and helps.

## Living Legends: Reflections

The Living Legends tour took the performing group to many parts of the eastern states. Several members of the tour group generously donated a few pictures to *Eagle's Eye*. These pictures provide a small glimpse of a few places the group visited during their trip.

**Malcolm Batto-Wilson**, a member of the Latin American section of Living Legends takes some time out to visit a childhood friend of his, Oscar The Grouch. Although happy at the moment, The Grouch turned rather foul after Malcolm tried to dispose of some garbage in his can. No legal action was sought by either party and Malcolm still maintains a deep respect for The Grouch and his colleagues.



Malcolm Batto-Wilson



Guadalupe Zavala and Anya Becerra, members of the Latin American section of Living Legends took time to pose in front of the Statue of Liberty. Living Legends had time to visit many famous sites during their eastern states tour. They also visited some parts of Canada. The next tours will be Southern California in February; then to Sweden, Norway, and Denmark in May.

Guadalupe Zavala

*Long: Continued from page 17*

dents are usually bilingual, meaning they can speak Russian and the language native to their own hometowns.

The city students from Moscow had to learn to adjust to more than just language differences, they had to learn to adjust to reservation life. Most of them grew up in the big city and had many of the modern conveniences of city life. Clayton laughed when he mentioned, "there are no operas here in Monticello (Utah)." On the other hand, the Russians native to the rural areas of Siberia were overwhelmed by what they had when they arrived in this hidden part of America. They had an opportunity to learn about American football, as well as other aspects of life far from the city. "They felt they were rich because they had vehicles, houses, and food," said Clayton. These students already lived in remote areas and observed that even the few items found on an Indian reservation seemed a great blessing.

Even with such a busy professional life, Clayton continues to devote time to his family with his wife, Rosie, in maintaining their home. Rosie, also a graduate from BYU with bachelor's degree in child development and family relations in 1978, originally came from Farmington, New Mexico. As a member of the Lamanite Generation (now known as Living Legends) for two years, she went on a tour of Arizona and Florida. The tour eventually led her to Ontario, Canada. From her experience in Lamanite Generation, as well as other influences in her life, Rosie has a wonderful ability to share her love for dancing. She has fun teaching children, especially teenagers, how to dance. Ask Clayton Long about dancing and all he can do is tap his foot vigorously, he frankly admits. Mention dancing to his wife, Rosie, and she'll claim her piece of the dance floor with fascinating dance steps from pioneer round dances, 50's dances, and even some disco dancing.

Even though Clayton can't gracefully move across a dance floor, as a couple they find ways to make life a strong reflection of their marriage. Clayton would be the first to volunteer that he's not perfect, but together they certainly work at building a perfect family that reaches for lofty goals in all aspects of life. They both share the same feelings about the profound words of President Spencer W. Kimball: "do it." Clayton added, "No complaints, no moaning, just do it and get it done."

"You've got to live life the way you want it, that's what makes you happy," said Clayton. According to Clayton, this involves finding one's own path to travel, not necessarily rejecting other forms of guidance and virtue, but figuring things out for one's self and not relying on others. Rosie tries to instill these attitudes into the responsibility of raising her children, four teenagers: Kristina, 19, Benjamin, 17, Keya Kinsey, 15, and Lysandra Aundiin, 13. She loves to help them expand their learning with various activities, such as gardening, cooking, reading, crocheting, etc.

They encourage their kids to try their best, not necessarily being first, just doing the best that they can. "The best

may not be someone else's best, but they do their best." In addition to words of encouragement, Long said that they teach them to pray, and seek the spirit wherever they go and in whatever activity they may be involved in. Fortunately, their native culture supports their holistic views on life. "A lot of good things (in the Navajo culture) you can learn and share . . . Family unit, the closeness between clans and extended families; work, just being busy; learn to do something, using your hands and head. Much of what they teach is spiritual based—prayers, songs, teachings."

Overall, the core of the Long family's success has been the Gospel of Jesus Christ. "The first thing for them (children), is that they are members of the church [The Church of Jesus Christ of Latter-day Saints]." This foundation of faith gives Clayton and Rosie an added advantage in helping their children understand how they can expand their minds, their hearts, and more importantly, their spirits. "Our children are very good, they believe in the gospel," Rosie added.

When Clayton and Rosie attended grade and high school, they participated in the Indian Placement Program. Their foster families encouraged them to continue to learn and develop their knowledge and learning about their culture. "My foster family encouraged me to keep up my language and culture," said Clayton. From the seeds of observant foster parents, both Clayton and Rosie were able to further their Navajo culture by teaching their children.

When the natives from Siberia were here, Clayton found that many of their homeland thoughts and beliefs were similar to Navajo concepts on life, especially, the idea of "living in harmony with the natural environment." The reciprocating aspect of love between Clayton and Rosie has helped build harmony within their own personal lives, with those of other nations, and more importantly, within the lives of their own children.



Harold D. Nez

**Clayton Long**, originally from Kayenta, Arizona, and his wife, Rosie, originally from Farmington, New Mexico, in front of the Monticello Utah LDS Temple.



**SOAR 1998  
Week #2 session  
members**

John Pendlebury

**SOAR 1998  
Week #3 session  
members**



John Pendlebury

# Celebration of Heritage

The time to plan for Celebration of Heritage Week (formerly Lamanite Week) is here again. We are proud of the success Celebration of Heritage had last year and are planning to have as much, if not more, community participation again this year. So, get out your calendars and start planning.

The 1999 activity dates are as follows:

<b>March 19</b>	<b>Fiesta</b>	
<b>March 23</b>	<b>Luau</b>	<i>Performance only</i>
<b>March 24</b>	<b>Luau</b>	<i>Dinner and Performance</i>
<b>March 25</b>	<b>Living Legends</b>	<i>Performance</i>
<b>March 25</b>	<b>Alumni</b>	<i>Dinner</i>
<b>March 26-27</b>	<b>Pow Wow</b>	

We hope you will attend and enjoy these events.



Eagle's Eye Archive Photo



Harold D. Nez

Rachel Canyon, a Junior Majoring in Elementary Education from Navajo, New Mexico, takes a break during her studies to visit the Museum of Art's Memorial Garden.

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